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ABSTRACT

Teacher educators and college level instructors may use a guided procedure for training classroom teachers and reading specialists to diagnose reading disorders utilizing case studies. The procedure involves distributing a detailed case study outline to students, with all important information that should be included in the case report also provided as a handout. This guided format encourages concrete, practical case report writing experiences that train students in reporting test data, summarizing results, and offering practical recommendations for parents and educators. Students then check their completed reports against an accompanying sample case report provided for each type of procedure. One form of the procedure is intended for use by classroom teachers, while another form is for use in training reading specialists in preparing diagnostic reports. (Copies of the sample case studies are included.) (AEA)

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A GUIDED PROCEDURE FOR USING A CASE METHOD IN THE DIAGNOSIS AND TREATMENT OF READING DISORDERS*

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The case method approach of treating reading disorders has been used in training classes as a technique for training the classroom teachers and specialists to meet the individual needs of children through a diagnostic-prescriptive approach for a number of years. Traditionally the student is trained in the administration of the tests, observed administering the tests compiling a written case report summarizing the test findings and offering teaching recommendations to the parent and school personnel. In some classes a child is tutored using the recommendations that have been offered.

The task of preparing a formal case report is time consuming and perhaps, frustrating to the students who are experiencing the process for the first time. The rationale for compiling reports is that from the experience of working with one child and having to write down the results of that experience, a student will be able to transfer the formal learning to the classroom or special tutorial situation for individual and group diagnosis.

For those individuals who guide students through the process, it can be frustrating. The amount of detail that has to be reckoned with can at times be overwhelming. Therefore, any type of concrete teaching aids that the instructor can provide the student is usually welcomed. A general rule of thumb that has been found to be helpful is the addage "a picture is worth a thousand words." Translated in the classroom, this simply means provide students with a completed case study before they have to write one on their own. One way to give the students the visual but not circulate a completed report is to present, during an early classperiod, transparencies of a completed case study and explain the process that led to the completed

product. Another suggestion is to provide a detailed outline, with the important information to be included in the case report, as a handout. During class, encourage the students to follow along comparing the outline with the completed casestudy. This technique can save a great deal of time and energy for students and it will also save the instructor from repeating him/herself.

Some may consider the "guided" process as a hindrance to creativity. It is however, the purpose of this report to provide a format through which concrete, practical report writing experiences may be encouraged. Students are frequently confused enough with the multiple aspects of the diagnosis (testing techniques, testing summaries, determining patterns, observing child behavior), for the first time may be overwhelmed. After a student becomes familiar with a case report style then there is ample opportunity to develop a personal creative style or case report.

The following samples represent two types of case reports with corresponding student study guide outlines that may be used in diagnostic and treatment courses. There are differences in the reports regarding the types of tests administered due to differing testing facilities and personal preferences of reading tests. However, both reports are beneficial in that they help train the students in reporting test data, summarizing results and offering practical recommendations for parents and educators. The first type is intended for classroom teachers. The second type represents a more formal, clinical style. Whatever tests one chooses to administer, each style may be adopted for use in a number of reading diagnosis and/or treatment courses.

CLASSROOM CASE STUDY FORM

Background Information

Include any pertinent facts about the student that you have learned while talking with him. You might include parents' occupation, number of siblings, where this child fits in family structure (only child, middle child). Include grade in school, school name and location, whether there was a retention, unusual number of childhood diseases, interests, hobbies, etc. Also indicate whether the child came to the testing sessions apparently well rested. This information can be obtained through interviews with the parents and student both formally and informally.

Tests administered

List tests given in order. Underline all tests. Place date test was given after each test. For example:

The Betts Visual Discrimination Test (1/4/81)

Test Results

From your test summaries, generalize your results so that parents can understand them. You are to be specific if you mention that the child needs further instruction, for example, . . . Testing indicates that Johnny needs further instruction in the sk, th, and wh consonant combinations. He was adequate in the other word recognition skills. DO NOT REPORT ACTUAL SCORES--88%, or 92%, BUT DO INCLUDE LEVELS, GRADE EQUIVALENTS, ETC. You are to list the test, write the description and then write your summaries. The proof of the pudding will be if after I read the selection under each test I will be able to know the child's strengths in that area and also where he needs further instruction.

1) Slosson Intelligence Test

The Slosson Intelligence Test is an individually administered test of intelligence patterned after the Stanford Binet. It may be used to provide insight into verbal functioning, arithmetic reasoning, and visual motor integration.

_____'s reading expectancy is estimated to be _____ utilizing the results of this test and the Bond and Tinker reading expectancy formula. This reading expectancy score indicates that intellectually _____ could comprehend reading materials at this level.

2) The Betts Visual Discrimination Test

This test is designed to measure the child's ability to visually discern likenesses and differences in words.

3) Schach Phonic Readiness Test

Difficulties in learning to read by phonic methods may stem from (1) inability to discriminate speech sounds, (2) inability to blend sounds into words, and/or (3) inadequate auditory memory. This test will help identify children who cannot profit from phonics instruction for which blending ability is a prerequisite. Speech sounds with which the child may need help and instruction will be indicated. Low auditory memory may indicate emotional stress or a need for emphasis upon visual and kinesthetic reinforcement in learning.

SUMMARY:

Auditory Discrimination:

_____Excellent _____Fair _____Low

Speech sounds confused_____

Auditory Blending:

_____Excellent _____Fair _____Low

Auditory Memory:

_____Tapping _____Unrelated Words _____Sentences

4) Dolch Basic Sight Word List is an individually administered test used to determine a student's knowledge of 220 basic sight words when each are presented in isolation. These words constitute 50-75% of all school reading material.

5) The University of Southern Mississippi Informal Phonics Survey is a test of word analysis skills. It was designed to supplement information obtained from standardized silent and connected oral reading tests and provide an estimate of the student's strengths and weaknesses in word recognition.

6) The Classroom Reading Inventory is an individually administered reading test which most closely replicates classroom reading situations. It identifies specific word recognition errors and measures oral reading comprehension. Four reading levels are established on the basis of test results. From manual type a short description of each level.

SUMMARY OF CONCERNS

Briefly summarize the student's strengths and areas for further instruction as you see them. May be in paragraph form but appears to be clearer in outline form. Be specific.

RECOMMENDATIONS (BE SPECIFIC)

For each skill that you listed under For Further Instruction (summary of concerns) recommend a remediation material or idea for both the Home and the School. If commercial materials are mentioned, include name and address of publisher. Have a positive paragraph at the end of your case report which summarizes your experience with the student.

CHECKLIST FOR CASE REPORTS

1. Did I use the third person (the examiner) instead of personal pronouns I, You?
2. Did I write out contractions instead of don't, I'll . . . . ?
3. Did I emphasize strengths first?
4. Did I say only those things that I can support with facts from the case report? Did I overstep professional bounds in any way?
5. Did I have a perfect copy without typographical errors? (remember the hint of the liquid paper)
6. Did I say "test results indicate" instead of "Johnny can do" while writing up the results?
7. Did I single space my report?

8. Did I report estimated reading ability instead of IQ scores?
9. Did I offer specific recommendations for the weaknesses that you have found?
10. Did I very carefully word my recommendations to the Home? Did I <u>suggest</u> rather than tell?

SCHOOL: West Elementary

GRADE: 3rd

DATE OR REPORT: 1/16/81

AGE: 8-11

EXAMINER: Cynthia Sands

CHILD'S NAME: Harry Smith, Jr.

PARENT/GUARDIAN NAME: Judy Jones and Harry Smith

ADDRESS: 424 Fox Court
Mobile, Alabama

PHONE: 205/343-2643

BIRTHDATE: July 12, 1972

Background Information: Harry Smith, son of Judy Jones and Harry Smith Sr., was born on July 12, 1972. Harry, a third grader at West Elementary, has brown hair, blue eyes, and is about four feet tall and weighs 55 pounds. He and his five year old sister live with their mother, who works at a grocery store, and their stepfather. Harry is in good physical condition and is an active participant in sports. He especially enjoys football and swimming and would like to someday be a "cowboy" or farmer like his father. He also likes to read Superman comics and stories about Indians and motorcycles but has no books now because recently his home was destroyed by fire.

Test Administered

The Betts Visual Discrimination Test
Schach Phonic Readiness Test
The Dolch Basic Sight Word List
The Informal Phonics Survey
Slosson Intelligence Test
Classroom Reading Inventory - Form B

Test Results

1) Slosson Intelligence Test: The Slosson Intelligence Test is an individually administered test of intelligence patterned after the Stanford Binet. It may be used to provide insight into verbal functioning, arithmetic reasoning, and visual motor integration.

Harry's reading expectancy is estimated to be 3.2 utilizing the results of this test and the Bond and Tinker reading expectancy formula. This reading expectancy score indicates that intellectually Harry could comprehend reading materials at this level.

2) The Betts Visual Discrimination test: This test is designed to measure the child's ability to visually discern likenesses and difference in words.

Testing indicates that Harry has no problem in the area of visual discrimination. Harry made immediate responses on each line of words.

3) Schach Phonic Readiness Test: Difficulties in learning to read by phonic methods may stem from (1) inability to discriminate speech sounds, (2) inability to blend sounds into words, and/or (3) inadequate auditory memory. This test will help identify children who cannot profit from phonics instruction for which blending ability is a pre-requisite. Speech sounds with which the child may need help and instruction will be indicated. Low auditory memory may indicate emotional stress or a need for emphasis upon visual and kinesthetic reinforcement in learning.

Auditory Discrimination: Testing indicates Harry confused the th and f speech sounds.

Auditory Blending: Testing indicates Harry's strength in the ability to blend sounds into words.

Auditory Memory: Testing indicates Harry has no problem in the area of auditory memory among unrelated words and sentences.

4) The Dolch Basic Sight Word List: The Dolch Basic Sight Word List is an individually administered test used to determine a student's knowledge of 220 basic sight words when each are presented in isolation. These words constitute 50-75% of all school reading material.

Testing indicates that Harry knew 176 of 220 words. This score places the child at second grade equivalent. Further instruction is needed in the following sight words:

seven, start, please, pretty, my, must, together, own,
now, our, once, myself, upon, use, soon, work, these,
three, think, want, were, warm, any, an, drink, many,
does, buy, kind, find, every, eight, always, again,
full, fall, laugh, her, how, done, came, carry, call

5) The Informal Phonics Survey: The Informal Phonics Survey is a test of word analysis. It was designed to supplement information obtained from standardized silent and connected oral reading tests and provide an estimate of the student's strengths and weaknesses in word recognition.

Testing indicates Harry's strength in the following areas:

1. the letter names and sounds of z p m l d f y w t r h n k j b;
2. adequate pronunciation of initial consonants;
3. adequate pronunciation of blends and digraphs;
4. adequate pronunciation of the short sounds of the vowels a, e, u, o, in isolation;
5. the ability to divide words into syllables;

Testing indicates that Harry needs further instruction in the following areas:

1. pronunciation of the short vowel sound of i;
2. the hard and soft sounds of c and g;
3. pronunciation of words with the final e like rate, pine, kite, and hate;
4. pronunciation of words with r-controlled vowels like girl, arm, fork, and fourty;
5. the pronunciation of the long sound of the vowels o and u in open syllables.

6) Classroom Reading Inventory: The Classroom Reading Inventory is an individually administered reading test which most closely replicates classroom reading situations. It identifies specific word recognition errors and measures oral reading comprehension. Four reading levels are established on the basis of test results. The levels are:

1. Independent level - the level of reading at which the child feels comfortable. The teacher will use the independent level estimate in selecting reading material the student will read on his own.

2. Instructional level - the level at which the student can read with at least 95 percent accuracy in word recognition, and with 75 comprehension or better. At this level the student needs the help of a teacher.

Frustration level - the level of reading which is beyond his instructional level. At this level the teacher may observe symptoms of frustration such as tension, excessive finger-pointing, slow word-by-word reading and others. Comprehension will be extremely poor so

this level should be avoided when selecting reading material for the child.

4. Hearing Capacity level - this level gives the teacher an index as to the child's ability to gain and use information through listening. The teacher reads more difficult selections to the child to determine whether or not he can understand what he has heard at levels beyond his instructional level. The highest level at which he can comprehend 75 percent of the material read to him is his probable capacity level.

Testing indicates Harry's levels to be as follows:

1. Independent level - Primer
2. Instructional level - Grade one
3. Frustration level - Grade two
4. Hearing capacity - Grade four

Summary of Concerns

Testing indicates Harry's strengths in the following areas:

1. the ability to visually discriminate likenesses and differences in words;
2. the ability to pronounce initial consonants in words;
3. the letter names and sounds of z p m l d f y w t v r h n k j b;
4. the ability to pronounce the long sounds of vowels in isolation;
5. the ability to divide words into syllables;
6. the ability to pronounce the short sounds of the vowels a e u o in isolation;
7. the ability to pronounce blends and digraphs;
8. auditory blending and memory of words;
9. good listening habits when material is read to him;
10. following directions well during the testing sessions;

Testing indicates Harry needs further instruction in the following areas:

1. auditory discrimination of the th and f sounds as in the words Ruth, roof, think, and fin;
2. the following Dolch Basic Sight Words: seven, start, please, pretty, my, must, together, own, now, our, once, myself, upon, use, soon, work, these, three, think, want, were, any, an, drink, many, does, buy, kind, find, every, eight, always, again, full, fall, laugh, her, how, done, came, carry, call;
3. ability to pronounce the final sounds in words like leaf, truck, dress, and flag;
4. ability to recall factual comprehension questions
5. adequate pronunciation of the hard and soft sounds of g and c;
6. the ability to pronounce words with an r-controlled vowel as in barn, short, girl, and fourty;
7. the ability to pronounce the short vowel sounds in the medial position of words;
8. the ability to pronounce the long sounds of the vowels o and u in open syllables;
9. the ability to pronounce words with the final e as in words like kite, pine, rate, and date;
10. the ability to pronounce common syllables

Recommendations: The examiner recommends:

1) In the area of auditory discrimination of the th and f sounds;

To the school: Read the words below and have the student raise his hand when he hears a word that begins or ends with the th sound and clap when he hears a word that beins or ends with the f sound.

five, thin, roof, calf, Ruth, think,

fog, fin, fourth, elf, off, floor,

of, seventh, fit, shelf, thumb, death,

self, them, deaf, fan, Beth, thank,

throw

To the home:

Materials: 2 small cards (2"X4"), a list of words that begin and end with the th and f sounds.

Activity: Write the letters th on one of the cards and the letter f on the other card. Read the list of words below to the child and tell him to hold up the "th card" when he hears a word that begins or ends with the th sound and to hold up the "f card" when he hears a word that beins or ends with the f sound.

Word List

think	with	fin	Beth	roof
thank	this	fox	self	five
them	off	fog	death	calf

2) In the area of the Dolch Basic Sight Words:
<u>To the school</u>: Have the children play the "Post Office" game. The teacher fills the chart-holder with word cards (use list below). Each word represents a letter in the post office. To play the game the children come one at a time to claim a letter by correctly saying the word on the card. When all the words have been removed from the chart-holder, the children exchange cards and mail their new letters by saying the new word.

seven	together	please
pretty	start	must
my	now	own
our	myself	upon
use	soon	work
these	three	think

Have the student write troublesome words on cards (8½" x 3"). The student then traces the word using the index and middle fingers. He can also work with sentences in which the sight word is ommitted and he uses one of his words from the cards which will correctly complete the sentence.

once	want	were	warm	any	an
drink	many	does	goes	buy	kind
find	every	eight	full	fall	always
her	laugh	again	how	done	came
call	carry	now	must	soon	work

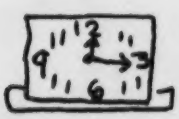
To the home:
Word Checkers

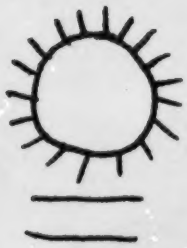
Materials: Checker board and checkers, small squares of paper with sight words on them, tape.

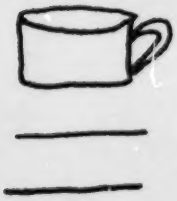
Procedure: The parent covers all the black squares on the board with the words (use the list below). The game is played the same as regular checkers, but the player must say the word which appears on the square before a checker is placed on that space.

seven	together	please	pretty	start
must	myself	think	three	these
work	soon	use	upon	our
own	my	once	want	were
warm	any	drink	many	does
an	goes	buy	kind	find
every	eight	full	fall	always
carry	came	how	done	call

3) In the area of pronouncing final sounds in words;
To the school: Prepare the following activity for the child to work called "Look and Write." Have the child look at each picture and say its name, listening for the final sound. The student then writes two words that contain the same final sound for each picture.







To the home: Give the child a list of words and have him write another word that has the same ending for each word given.

Ex. drum	nurse	truck	flag
_____	_____	_____	_____
pencil	sheep	pan	web
_____	_____	_____	_____
flash	cake	boat	road
_____	_____	_____	_____

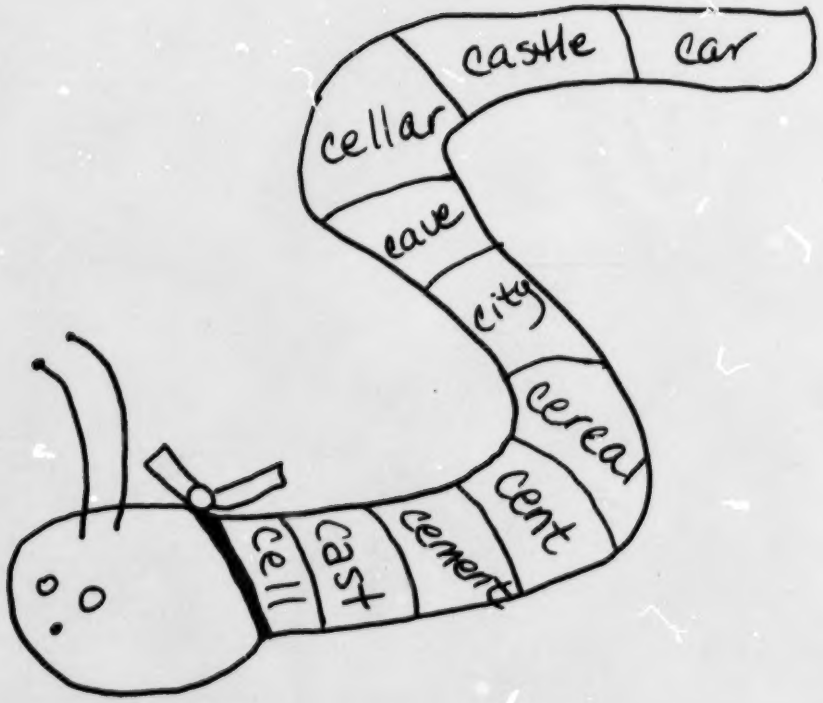
Give the child the same list of words given above and have him write a word that begins with the same final sound for each word.

(Example: drum-mop; pencil--look; web-book;)

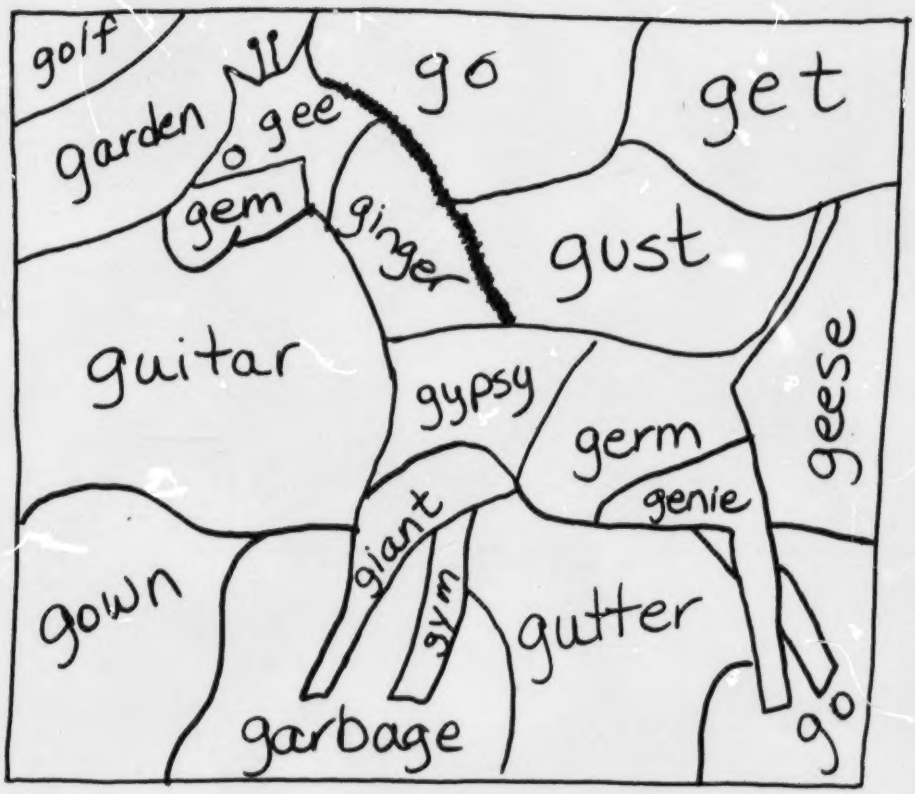
4) In the area of Fact comprehension questions.
To the home:
Reading Recipes - Choose a recipe from a cookbook. Copy the recipe onto a large index card. Tell the child that he is going to read the recipe and that he will be asked some questions concerning the recipe, after he is finished. Prepare a list of questions ahead of time to ask the child. Samples: 1) What do you do first? 2) Name three ingredients. 3) How hot should the oven be? 4) How much sugar is needed? 5) How many people will this recipe serve?

5) In the area of the hard and soft sounds of g and c;
To the school. Prepare the following activity called "Centipede Sounds" using words with the hard and soft sounds of the letter C.

Directions to the child: The body of this centipede needs legs! Read each of the words. If the word begins with a soft "c" sound as in the beginning sound of centipede, draw a leg on the animal and write the word on it.



Prepare the activity "Color a Sound" using the hard and soft sounds of the letter g. The child reads the word in each puzzle piece. If the word begins with a hard "g" sound, he colors the piece green. If the word begins with a soft "g" sound, he colors the piece yellow.

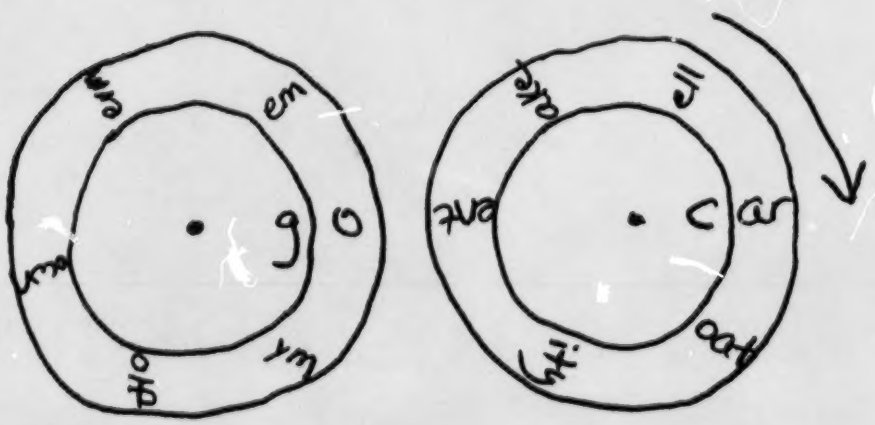


To the home: Prepare the activity "Sound Discs" using the hard and soft sounds of the letters g and c.

Preparation and Materials: Cut two cardboard circles 5" in diameter and two circles 7" in diameter. Place the smaller circles on the larger ones and fasten them with a paper fastener through the center so they will turn freely. On the inner disc of one set of circles write the letter g. On the other set write the letter c on the inner disc. On the outer disc of the set which has a g written on it, write parts of words that begin with the letter g. On the other set, write parts of words that begin with the letter c. Use the words given below.

Activity: Have the child turn the outer disc so that one of the outside letters fits in front of the inner letter. Each time a word is made the child reads the word.

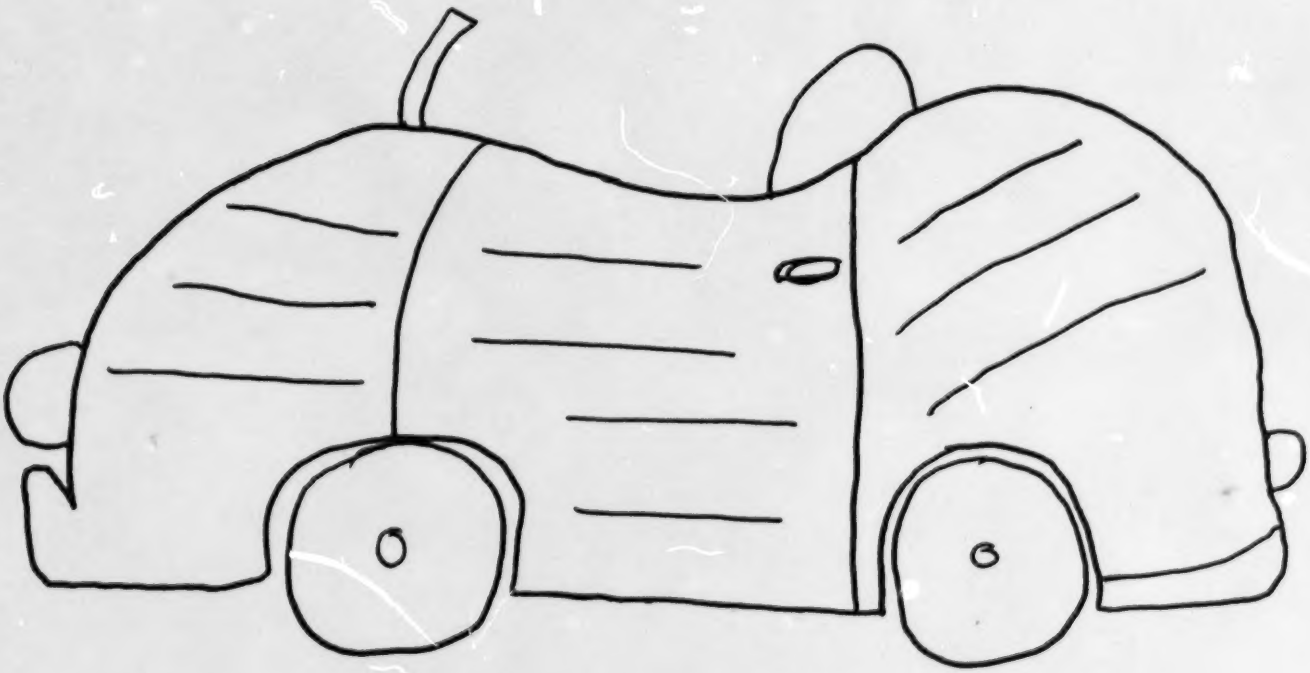
g-words		c-words	
got	gem	car	cell
golf	germ	coat	cent
gown	gym	cake	city



6) In the area of words with r-controlled vowels:

To the school: Prepare the activity "R-Controlled Car" for the child to work.

Directions to the child: This car needs some r-controlled words to make it run. Write the answers to the following clues in the car and see if it will start!



four tens_____ opposite of tall_____

a female_____ noise of a dog_____

a direction_____ musical instrument_____

farm building_____ part of the body_____

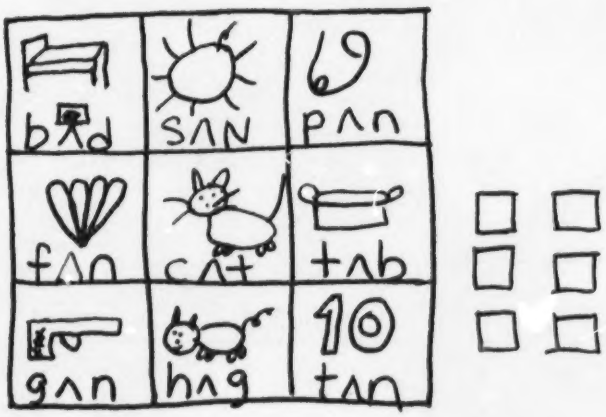
eating utensil_____ an article of clothing_____

To the home:

Materials: newspaper, pencil. Have the child look in a newspaper for words which contain r-controlled vowels. Each time he finds one, tell him to say the word. If he is correct he should circle the word.

7) In the area of short vowel sounds in the medial position of words: To the school: Have the child play "Hopscotch Match." To make the game rule 9" x 12" tagboard into 12 squares. Draw in each square a picture for each word listed below. Label each picture, omitting the medial vowel. Under each omitted sound, cut a small triangular slot. Make a small card showing each missing sound. Put these cards in an evelope and clip to the hopscotch card. Have the child say the picture word and decide what letter is missing. He then finds that letter on one of the small cards and fits it in the slot. Then he "hops" to the next square.

bed	tub	bug
sun	cat	pen
pin	hog	bag
fan	gun	ten



To the home:

Materials: toys or small articles, cardboard box, paper, and a pencil.

Procedure: Place some toys and small articles in a box. Tape a written list of the contents in the box to the bottom of the box. Have the child take out an item one at a time and try to write its name on some paper. When the box is empty, have him turn the box upside down to check his answers:

List of items: pen, map, cup, pin, bow, nut, flag, fan, toy gun, jet, top, dog, cat, pan, hat, stick of gum, box.

8) In the area of the long sounds of the vowels o and u in open syllables:

To the school: Prepare the activity below for the child to work. Make a list of words using the vowels o and u in open syllables and beside each word write several other words, one of which has the same vowel sound as the first word. Have the child read the first word in each row and then find another word in that row which has the same vowel sound. The child either underlines or circles the words.

Word List: go, you, so, no, future, fuel, ago, focus

1.	go	not	so	toy
2.	you	yet	fuel	fun
3.	no	now	not	ago
4.	so	focus	sot	sit

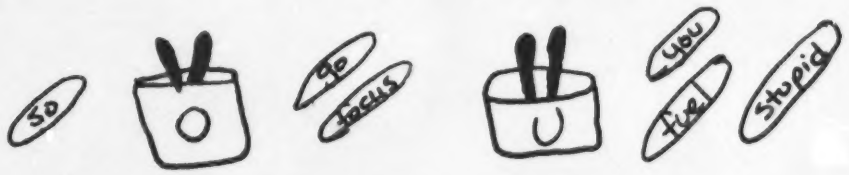
To the home: Pre the game "Stick Vowels" for the child to play.

Materials: 2 soup cans, construction paper, 10 popsicle sticks.

Cover the soup cans with construction paper. Write the vowel o on one can and the vowel u on the other. Select words which have

the long vowel sounds of o and u and write one on each popsicle stick. The child then reads the word on the stick and puts it into the correct can, listening to the vowel sound in the word.

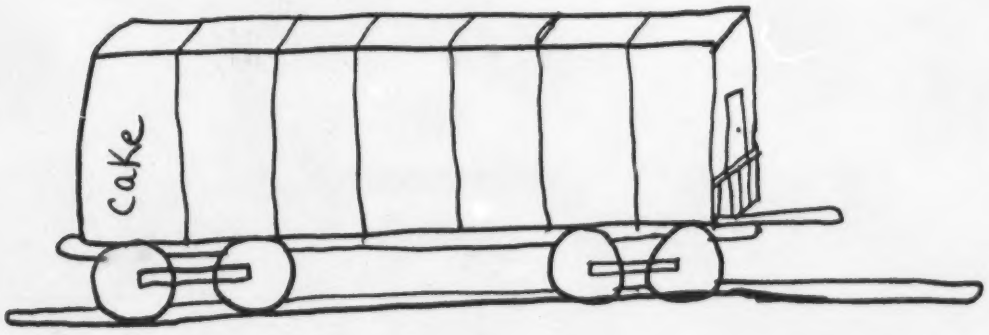
Word List - so, no, you, future, stupid, focus, go, fuel, ago, student.



9) In the area of words with the final e:

To the school: Prepare the activity called "Caboose" for the child.

Directions to the child: Look in a book and find words which have a long vowel sound and a find "e" at the end. Each time a word is found, write it in the caboose.



To the home: Give the child a list of words. Tell him to read the word as it is written and then add an "e" to the end of the word. Then he writes the new word and reads it. Some examples are: pin to pine. fin to fine, cut to cute, cap to cape;

pin_____	hat_____
fin_____	Sam_____
hop_____	rip_____
can_____	Tim_____
cut_____	tap_____

10) In the area of common syllables:

To the school: Divide a very large piece of butcher paper into twelve squares. Label each square and tape the chart onto a handball backboard. Children take turns bouncing the ball at the backboard. They note which square the ball hits, catch the ball, and then name a word that uses the syllable in that square. A correct word earns the number of points shown in the square. The child who earns the most points after several rounds is the winner.

1 ain	2 tion	3 ide	4 en
5 ite	6 ick	7 est	8 ight
9 ake	10 ile	11 er	12 ate

To the home: Make four card sets of words with syllables. Example: brighten, quicken, fasten, hasten. The children are dealt cards and play this game using the traditional rules of Go Fish. You might put one word at the top of card and list 3 others at bottom. Other word sets are: rain, stain, pain, main; flight, light, delight, fright; situation, operation, temptation, occupation; while, smile, tile, file. The words must be correctly pronounced before the card may be taken.

CLINICAL CASE STUDY FORM*

Background Information

Describe the client during the testing session. Relate specific details as to observed behaviors, mannerisms and unsolicited comments. Also provide sufficient personal and school data so as to enable the reader to understand what the child is like and the type of previous experience he/she may have had.

Mental Rating:

This section is brief, specific and extends no farther than the reporting of 1) a specific score obtained from the administration of the test and 2) mention of the category in which the client would be placed according to the observed performance on the test.

"The Slosson Intelligence Test for Children and Adults, was administered as an individual measure of _____'s mental ability. _____'s performance on the test placed him/her in the _____ category with a score of _____.

*This guide is to be used as a sample to provide explanatory information and specific examples for specific areas of a case report. In many instances, further comment and detail will be necessary to fully explain test performance and related remediation strategies.

Vocabulary:

"_____'s vocabulary was screened through the administration of the Basic Reading Inventory, Word List, Form A. An individual test of sight vocabulary in isolation is used to approximate a reader's level of sight recognition. Individual graded lists of twenty words are used for client pronunciation. _____ attained an instructional _____. Significant patterns were/were not noted including . . ."

Auditory Screening:

"A test of auditory acuity was administered using the _____. _____'s performance on the test indicated . . ."

Visual Screening:

_____'s vision was measured using the _____. The results of this test were _____.

Reading in Context (oral):

"The Basic Reading Inventory, Form A was administered. Based upon _____'s reading of these graded paragraphs, his/her instructional level was _____. Significant error patterns were/were not observed/noted. (Provide information here)"

Listening Comprehension:

"_____ listens to selections from the Basic Reading Inventory, Form C. The highest level at which 75% was obtained was judged to be a listening comprehension level or reading potential level. _____ was able to perform on a _____ level on this test."

Reading in Context (silent):

"The Basic Reading Inventory, Form A, was administered. Based upon _____'s reading of these graded paragraphs, his/her instructional level was _____. Significant error patterns were/were not observed/ noted. (Provide information here)"

Informal Writing Sample:

"An informal written language sample was obtained by having _____ write a story about a picture of his own choosing. His/her sample provided information to indicate that _____ . . ."

Significant Strengths:

For this section it is best to use complete sentences and report those behaviors (during the testing session) and results from the tests administered to gage the degree to which one may go."

Significant Weaknesses:

"Use sentences and vary the style of usage to avoid the over use of phrases or names. It is from each weakness that one may usually determine weather or not to continue on or not."

Recommendations:

"Considering _____'s performance on the previously discussed evaluation, the following suggestions are offered:"

1. At this time further testing is/is not recommended.
2. Tutorial assistance may be . . .
3. Three-four recommendations for treatment should be provided for each weaknesses cited in the test. Be sure to be specific as to what to do.

State exactly what is to be done and some detail or example to illustrate what you mean.

4. Always include recommendation to pleasure reading.

Mental Rating: Bright

Reading:

Vocabulary: 6.0

Oral: 7.0

Silent: 4.0

Listening Level: 6.0

Writing Sample: Satisfactory

Test Date: 6/15/81

Client: Elmer K. Waters

Date of Birth: 5/18/72

Legal Guardian: Priscilla Waters

Address: 5145 Waldrup

Telephone: 332-2591

School: Diamond Elementary

Grade: 4th

Examiner: Lou L. Sands

Observations, findings, and recommendations in this report reflect those data monitored during a limited sampling of behaviors as revealed on the following instruments.

	Performance Levels
Basic Reading Inventory	
Word Recognition in Isolation, Form A	6.0
Word Recognition in Context, Form A (oral)	7.0
Word Recognition in Context, Form B (silent)	4.0
Word Recognition in Context, Form C (listening)	6.0
Slosson Intelligence Test for Children and Adults	Bright
Writing Sample	Satisfactory
Maico Audiometer	Satisfactory
Keystone Telebinocular	Satisfactory

Background: Elmer was slightly apprehensive at the beginning of the testing session. He asked what he was expected to do and if it was going to take a long time. He seemed alert and attentive and easily

caught on to the testing routine. He responded with a positive attitude even when encountering material too difficult for him to answer. He also made comments while reading orally about the story he was reading. For example, he said "ugh" when reading that bear tracks were found. He also stated that he had lost his place while reading.

There were no problems during Elmer's birth history and he developed at a normal pace with no major illnesses. Hearing and speech have been tested at school and were said to be normal. Elmer seldom is sick; however, he does have slight allergy problems that are treated with decongestants which do not seem to have any effect on him as to his alertness.

Elmer is the younger of two boys. He has a brother named Burt who is 11 years old and has had several major operations on his ears as he was born without ears. Elmer's mother is a school teacher and works with him and his brother on their academic skills. The boys' have a babysitter usually one night a week.

During grades kindergarten through third grade Elmer has attended the same school. He will start the fourth grade next fall at this same school. Although Elmer's general attitude toward school and his attendance are both good, he does not seem to like or enjoy reading. He likes science and social studies but says that you have to read too much. Library, math, and language are his least favorite subjects.

Although his mother feels that he is possibly more sensitive than other children, he seems to get along well with his peers. Elmer's favorite activities are swimming, skating, and T-ball. He loves animals and has three cats at home.

Mental Rating: The Slosson Intelligence Test for Children and Adults was administered as an individual measure of Elmer's mental ability. Elmer's performance on the test placed him in the bright category with a score of 115.

Auditory Screening: A test of auditory acuity was administered using the Maico Audiometer. Elmer's performance on the test was satisfactory. Therefore, no problems were noted concerning the client's hearing.

Visual Screening: Elmer's vision was measured using the Keystone Telebinocular. The results of this test were satisfactory and indicated that no serious problems were evident in Elmer's vision.

Vocabulary: Elmer's vocabulary was screened through the administration of the Basic Reading Inventory, Word List, Form A. An individual test of vocabulary in isolation is used to approximate a reader's level of sight vocabulary. Individual graded lists of words are used for client pronunciation. Elmer attained an instructional level of 6.0. Significant errors were noted including vowel substitutions and incorrect syllable stress.

Reading in Context (oral): The Basic Reading Inventory, Form A, was administered. Based upon Elmer's reading of these graded paragraphs, his instructional level was 7.0. Significant error patterns were evident. Noted error patterns included repetitions of words and phrases, failure to recognize word endings, and omission of words not immediately recognized. Specific comprehension problems were noted involving recall of factual, evaluative, and inference information.

Reading in Context (silent): The Basic Reading Inventory, Form B, was administered. Elmer's performance resulted in an instructional level of 4.0. Specific comprehension problems were noted. These problems involved recall of factual and inference information.

Listening Comprehension: Elmer listed to selections from The Basic Reading Inventory, Form C. The highest level at which 75% comprehension was attained was judged to be a listening comprehension or reading potential level. Elmer was able to perform on a 6.0 level on this test.

Informal Writing Sample: An informal written language sample was obtained by having Elmer write a paragraph from a picture of his choice. His sample provided information to indicate that he needs work on capitalization, sentence formation, and reversal of letters. His sample indicated that he is writing on a level lower than that on which he is reading.

Significant Strengths:

1. Elmer's score on the intelligence test placed him in the bright classification of mental ability.
2. A positive attitude toward most school work was exhibited.
3. His performance on the graded word lists placed him two years above his grade in school.
4. During oral reading of the graded passages, the client demonstrated correct phrasing.
5. Elmer's performance on the listening comprehension portion of the reading inventory was two years above his grade in school.
6. His writing sample indicated a satisfactory expression of his vision of the theme of the picture chosen.

Significant Weaknesses:

1. Elmer's performance on silent reading of the graded passages was about three levels below his level of oral reading due primarily to difficulty in recalling factual and inference information.
2. It was observed that he exhibited patterns of repetitions of difficult words.
3. He exhibited a tendency to omit or recognize word endings.
4. Elmer exhibited a weakness in word meanings within the comprehension evaluation.

Recommendations: Considering Elmer's performance on the previously discussed evaluation procedures, the following suggestions are offered:

1. Elmer could benefit from further testing in the area of comprehension to assess the extent of his difficulty as indicated by his performance on the silent reading portion of this evaluation.
2. Elmer is not recommended for tutorial instruction at this time.
3. To improve recall of factual and inference information:
   a. Use easier material in which he is able to pronounce 95% of the words correctly.
   b. Provide reading materials, such as animal or sports stories, which appeal to Elmer.
   c. Ask him to form a mental image of a scene described in sections of the stories.
   d. Have Elmer practice following written directions for drawing a design, paper folding, assembling a model, etc.

e. Have Elmer write in his own words a summary of a passage he has read. He may also illustrate it by drawing a picture.

f. Teach him to become aware of words that signal a sequence of ideas or events to follow such as "first," "second," or "one," "two," "three," or "then," "after," or "furthermore."

g. Make him aware that many paragraphs and stories have a main idea sentence and have him practice locating them.

4. For remediation of the lack of confidence exhibited by word and phrase repetitions:

a. First, call his attention to the repetitions.

b. Have Elmer read along with a tape recording.

c. Provide plenty of opportunities for success by having him read a quantity of material in which vocabulary and decoding present no problems.

d. Let Elmer read the selections silently before attempting to read it orally.

5. To strengthen Elmer's recognition and use of word endings it would be beneficial to:

a. Have him read selections, keeping him reminded that the material should make sense. If the selection does not make sense, reread the material. It is extremely improtant that the client develop the concept that reading involves not only "word calling" but, the crucial element of gaining meaning to the words read.

b. Help him to understand that he can often predict the correct ending for a word by carefully analyzing the form of the words that precede it.

c. Show him examples of sentences where the word endings have been mispronounced or omitted and discuss the problems that occur when these errors occur.

d. Prepare materials involving the use of structural analysis techniques. First, practice the use of words in isolation with word endings. Later, help the client focus on variant endings until he develops the habit of looking and pronouncing each one carefully. Multiple choice exercises and fill in the blank sentences are a good way to provide this opportunity.

6. In order to enrich word meaning:

a. Make sure Elmer knows how to use dictionaries, glossaries, or encyclopedias to locate unfamiliar words. Encourage him to use these materials on a regular basis. This should be done when reading for pleasure.

b. Encourage him to read from good literature sources which interest and appeal to him. He may even enjoy being read aloud to from sources too difficult for him to handle independently.

c. Have Elmer keep a file of index cards. Each time he encounters an unfamiliar word he is to write the word on a card. He should also write the sentence in which the word is found, look it up in the dictionary and write its definition and a new sentence using the word in the same context as the original sentence.

d. Have him practice his newly learned words with another student or some other helper. He can play numerous games and practice the use of his new words.

7. Pleasure reading could be encouraged by trips to the library and encouraging him to choose a variety of reading material. When visiting the library, have him use the card catalog to locate books by author, title, or subject matter that he has shown special interest in reading. The librarian can offer suggestions as to whether the books selected are on a level that Elmer can handle successfully. It would be beneficial if the books selected were slightly below his reading level so that the reading could be a positive experience and hopefully foster such experiences in the future.

If you have questions regarding this report, please contact the Learning Center, Memphis State University.

_____
Examiner

_____
Date

_____
Coordinator

_____
Date

Conferences: _____ Date: _____

_____ _____

_____ _____

File Reports To: _____ Date: _____

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